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ABSTRACT

This curriculum guide outlines modifications to the life skills lessons contained in the Life Skills Coaching Manual prepared by Saskatchewan NewStart. The course changes are based on adult education experience at a penitentiary, a literature search, and interviews with inmates and staff at a correctional institution. As with the correctional therapeutic community concept, a method of social rehabilitation in which inmates practice attitudes and behaviors to develop constructive relationships, the ultimate objective of the life skills course for corrections is the successful integration of the inmate into society. Included in the document are lesson sequence and content, the curriculum guide, and a bibliography. Related documents are available as ED 050 346 and, in this issue, VT 018 091 and 018 093. (MF)

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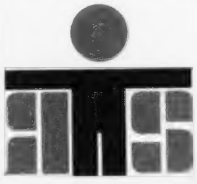

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CURRICULUM GUIDE

LIFE SKILLS COURSE FOR CORRECTIONS

SASKATCHEWAN NEWSTART INCORPORATED

PRINCE ALBERT, SASKATCHEWAN

PREFACE

The material in the curriculum guide outlines modifications to the Life Skills lessons contained in the Life Skills Coaching Manual prepared by Saskatchewan NewStart. The recommendations are based on my five years experience as an Adult Educator at the Saskatchewan Penitentiary, an extensive literature search, and interviews of inmates and staff at the Warkworth Correctional Institute, Campbellford, Ontario. These interviews focused on the question of what problems existed and the skills needed to overcome the problems, and provided a direct source of information for making the suggested changes in the present course.

The bibliography constitutes a list of material consulted plus other material relevant to crime, corrections and the correctional therapeutic community.

I am grateful for the assistance provided by D. S. Conger, Executive Director, Saskatchewan NewStart; Ralph Himsl, Manager of Life Skills; and Phillip W. Warren, Supervisor of Research and Evaluation. The interest and support of the Canadian Penitentiary Service is also gratefully acknowledged.

E. A. Mardell
Saskatchewan NewStart

Prince Albert, Saskatchewan
February, 1972

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Correctional Therapeutic Community

As described by Fenton, Reimer, and Wilmer (1967, pp. 1, 52, and 53), the correctional therapeutic community is a method of social rehabilitation in which staff and inmates deliberately attempt to use all experiences in all areas of their group existence in a more social-psychologically adaptive manner. The program seeks to bridge the communication gap between staff and inmates and to utilize inmate peer influence in order to help inmates increase self-awareness and become more responsible in their behavior. Inmates who live and work together meet the staff regularly with the expressed goal of improving post-release performance. By using, under staff direction, open communication, confrontation, and other treatment methods, inmate participants can model and adjust their behavior through practising, testing, and fixating more effective modes of perceiving and relating to others.

The correctional therapeutic community seeks to develop an atmosphere of mutual helpfulness where inmates and staff accept each other as persons and show concern for each other's welfare. They practise nonjudgmental attitudes and use nonjudgmental behavior to advance self-awareness and avoid defensiveness or projection of blame. They seek to develop each individual's ability to understand how others feel about him and why they have these feelings. Members learn that to help themselves, they must be helpful towards others.

Maturity of the correctional therapeutic community is indicated by the inmates changing from submission to the inmate culture to acceptance of help from the treatment program offered by staff and inmates. Inmates and

staff aid the members in developing more meaningful, constructive, interpersonal relationships. Inmates learn to differentiate feelings from behavior, and to understand how feelings affect behavior. By examining realistically and honestly their observed behavior members profit from mistakes and more adequately meet crises, problems, and tensions of daily institutional living. An increased understanding of both strengths and weaknesses facilitates maturity. It is felt that with gains in self-knowledge, inmates become more competent in handling the stresses and temptations in their lives.

The three principal levels at which the correctional therapeutic community operates are the large group, small group, and individual counselling. Of the three, the large group is the principal tool. Inmates and all staff meet in a large group (80-100 inmates) to solve immediate problems and meet crisis of the institutional community. The problems may then be taken into small groups of ten or fifteen inmates attended by one staff leader. The small groups may meet daily, or once or twice a week for at least one hour. Not only do the small groups discuss problems which may have evolved from the large group but problems of a more personal nature are also discussed. The small group affords an opportunity for the repressed or suspicious inmates to gain confidence and divulge their problems. Heim (1964, p. 29) observed that the small group was perceived "as close, friendly, warm, less defensive, more gentle, and more relaxed. The men mentioned feelings of togetherness, greater comfort, and believed the small groups to be more effective treatment-wise." Heim (1964, p.33) was told by inmates that the small group is the place to go deeper into problems, to get at the motives, the feelings, the "why's" of the behavior brought up in the large group. Yet, even in the small group, there may be hesitance or resistance

to discussing some of the feelings or attitudes such as those which relate to problems of sexual adjustment, like homosexuality. Individual counselling provides the opportunity to discuss those problems which inmates are afraid or unwilling to bring up in small group.

The Relevance of Life Skills for Corrections

Life skills training is particularly appropriate for use with the small group treatment in the correctional therapeutic community. A description of the great many men and women incarcerated in our institutions establishes the relevance of life skills. Study of the literature, and direct observation reveals that many inmates have a complex, interlocking set of inadequate behaviors. Some lack the skills needed to identify problems, to recognize and organize relevant information, to describe reasonable course of action, and to foresee the consequences; they often fail to act on a rationally identified course of action, submitting rather to actions based on emotion or authority. Often they do not benefit from their experience since they do not evaluate the results of their actions, once taken, displaying fatalistic rationalizations of the consequences. They lack the self-confidence necessary to develop their own abilities, and have low, or often surprisingly unrealistic aspiration levels.

Many inmates have had low levels of participation in the society surrounding them, and typically, few belonged to voluntary organizations; the affairs of the larger society did not attract their participation. They lacked effective ways of seeking help from each other and from agencies already in existence, although some form of public assistance provided much of their income. Long periods of unemployment, or frequent short time jobs

marked their work history. They have ineffective interpersonal relationships and lack basic communication skills; they do not use feedback effectively, often thinking of it as hurtful personal criticism. Alcoholism and use of drugs blight the lives of others. Many find their lives beset by combinations of more than one such handicap.

A primary aim of corrections is to re-educate people to live law-abiding lives in the community. This is society's best protection against recurring sequence of criminal acts. The traditional prison tears the individual away from such family, community, education and employment responsibilities and isolates him in an abnormal society where he is exposed to a criminal value system. Opportunities to practice constructive decision-making are limited.

What is needed for so many of the incarcerated is an intensive program of Life Skills Training to assist them in coping with the problems of daily institutional living as well as the skills required to cope with the problems of daily living on the street, and to motivate and prepare them for rewarding and continuing employment. Considering the disadvantages in the background of the inmates, it is important that they be given many kinds of help and guidance which can be best provided by a Life Skills course.

The Life Skills Course for Corrections is a new, self-contained course which compliments the correctional therapeutic community concept in its goals, methodology, and structured use of the small group. The course not only considers the socio-economic and psychological life style of an inmate but takes into account the element of motivation. Any inmate needing life

skills will probably need some bolstering of his motivation — his motivation to take training, to learn, to persevere, and to use what he learns. The goal of changing an inmate's approach to life adds the challenge of motivating the inmate to use life skills outside the classroom and after course completion. The course, if successful, will lead the inmates toward an independent, spontaneous use of the skills in the training sessions and in their life outside the course.

Successful integration in our society is the ultimate objective of the proposed program. Each inmate would receive skill training in interpersonal relationships, basic communication, problem solving, and use of leisure time to help him enter an occupation or occupational training upon release. The length of Life Skills training for each inmate would be three to four months.

Life Skills Lesson Sequence and Content

The course content originates in the needs of the inmates. The need to develop a readiness for learning and to develop a learning group, for example, dictates the nature of the very early lessons in the course. The need for problem solving skills and effective interpersonal skills defines another content source for the early part of the course. Then, the need to make the practice of the skills relevant prescribes a third source of content. In Life Skills, the areas of life described by the terms self, family, leisure, community and job provide this relevance. The problem solving behaviors practised, help the inmate respond appropriately and responsibly first in the management of the here-and-now life situation of the training group and the institution, and then in his life outside and beyond the institution.

To accomplish this objective, the inmate participates in a series of lessons organized into five phases based upon a problem solving model: recognition of a problem, definition of a problem, choosing alternative solutions, implementation of solutions, and evaluation (Saskatchewan NewStart, Inc., 1971a, pp. 21-27, 40-53). Table 1 is a suggested lesson sequence based on three determiners derived from the use of the present Life Skills Course. The three determiners are: a logical sequence based on the cumulative nature of skill development; a psychological sequence based upon the interests of the students; and an empirical sequence based upon observations made of students.

TABLE I

Life Skills Lesson Sequence and Topics

Phase I - Recognition of the Problem Situation

1. Meeting One Another
2. Surveying Life Skills

Phase II - Definition of the Problem

3. Relating Behavior to Roles
4. Seeing Oneself on Video
5. Listening to Others
6. Relating to Others
7. Describing Feelings
8. Identifying Assumptions
9. Giving and Receiving Feedback
10. Depending on Others
11. Portraying Oneself
12. Surveying Marketable Skills
13. Defining the Problem
14. Explaining Life Skills to Others

Phase III - Exploration and Choice of a Solution

15. Expressing Trust in the Group
16. Describing Feelings II
17. Giving a Talk
18. Writing Tests
19. Producing Ideas About Leisure Time
20. Rating Behaviors in Groups
21. Debating the Topic: To Work or Not to Work
22. Identifying Strengths of the Family
23. Learning Helpful Behaviors in Groups
24. Exploring Expectations of Employers
25. Trying a Creative Exercise
26. Fighting Fairly
27. Solving Problems with a System
28. Exploring Job Preferences
29. Setting Goals

Phase IV - Application of Solutions

30. Demonstrating Life Skills
31. Getting Out of a Money Trap
32. Looking One's Best
33. Planning and Preparing Low Cost Nutritious Meals

Phase IV - Continued

34. Handling Drinking Problems
35. Planning for One's Survivors
36. Managing Money
37. Handling Sex Problems
38. Interacting with Police
39. Setting Goals for Guiding Children's Behavior
40. Evaluating Membership on a Team
41. Handling Drug Problems of Preventing Drug Abuse
42. Telling Children about Sex
43. Availing Oneself of Legal Services
44. Dealing with the Landlord
45. Communicating with Children
46. Raising a Family Alone
47. Using Community Agencies Effectively
48. Dealing with Discrimination
49. Giving and Receiving Help with an Individual Problem
50. Handling Changes in my Behavior
51. Using Parliamentary Procedures
52. Taking Responsibility in the Community
53. Helping a Child with a School Problem
54. Building Strengths of the Individual
55. Quitting a Job
56. Applying for a Job

Phase V - Evaluation

57. Evaluating Problem Solving Skills
58. Evaluating Employability

CURRICULUM GUIDE

This curriculum guide indicates the modifications of the Life Skills Course needed to make it appropriate for correctional institutions and the minimum and medium security penitentiaries. It is assumed that the coach is familiar with the Life Skills course developed by Saskatchewan NewStart and has received the Coach Training Course (Saskatchewan NewStart, Inc., 1971a, 1971b). It is further assumed the coach has experience in the unique situation of the correctional institution.

LESSON 1: Meeting One Another

Objective: To identify mutual interests

Rationale: To create a group identity and interest

Modification: The inmates may object to the non-verbal exercise in the evocation phase. The coach should be prepared to deal with the feelings generated at this point. It is suggested that in the objective enquiry phase, the coach inform the inmates of our transient society where we make and break many friendships thus, the need for efficient ways of becoming acquainted. He informs the inmates that in order to help each other in Life Skills, it is necessary to know each other well.

LESSON 2: Surveying Life Skills

Objective: To state expectations for the course using the 5W-H questions (Who, When, What, Where, Why and How).

Rationale: To relate interests and needs of the inmate to the institution and the effects of Life Skills Training.

Modification: In the objective enquiry phase of this lesson, the inmates are required to fill out a Life Skills Check List. This can be handled in two ways. The coach can ask the inmates to

recall past experiences or, the check list can be modified to deal with institutional situations. For example, in problem number one, the word "boss" could be changed to "shop instructor"; in problem number three, the situation can be changed to "talking on the range", the word "home" changed to "your cell," and instead of "one more for the road" change to "stay a little longer," and so on. It is suggested that the coach ask the inmates to list other problem areas in the space available at the end of the check list.

LESSON 3: Relating Behaviors to Roles

Objective: To identify assumptions about himself.

Rationale: The inmate starts to examine the meaning of behaviors to himself and those around him.

Modification: In the objective enquiry phase of this lesson, some inmates may identify their role as a father. The coach may want to acknowledge this by asking the inmate(s) 'What do you do that shows this, or, "This being the case, what are you doing in here?" It may be a little early in the course to pursue this line of questioning but the coach should note this and refer to it in the lessons Describing Feelings II or Identifying Strengths of the Family.

LESSON 4: Seeing Oneself on Video

Objective: To use a video-taped recording and playback for Skill Development.

Rationale: The inmate starts to examine the meaning of behaviors to himself and those around him as well as becoming accustomed to the VTR.

Modification: No modification required. The video-taping may exhibit some "attention-seeking." The coach should note this and be prepared to confront the inmate at a later date—if it continues. Probably in the lesson Describing Feelings II or Giving and Receiving Feedback.

LESSON 5: Listening to Others

Objective: To practise the skills of good listening; eye contact, body posture, paraphrasing, acknowledging by word or gesture.

Rationale: Inmate uses the skills in receiving and responding to counselling and directions from correctional staff.

Modification: In the application phase of this lesson, the coach should emphasize the use of the newly learned behaviors on staff—that good listening behaviors should help clear-up any differences they may have with staff.

LESSON 6: Relating to Others

Objective: To practise the skill of describing feelings.

Rationale: Inmates start to develop a vocabulary for describing feelings; description of feelings helps in their control as well as being able to relate to correctional staff and others more effectively.

Modification: In the evaluation phase of this lesson, the coach could have the inmates express their feelings about their effect on staff, on other inmates, and the effect on staffs' feelings towards them.

LESSON 7: Describing Feelings

Objective: To practise the skill of describing feelings.

Rationale: In the lesson Relating to Others inmates started to develop a vocabulary for describing feelings. This lesson is intended to reinforce the vocabulary developed from the previous lesson and further development of vocabulary.

Modification: None required.

LESSON 8: Identifying Assumptions

Objective: To articulate the meaning of assumptions, identify own assumptions, and use the Why skill.

Rationale: Often inmates have assumptions and biases about correctional staff and those around them. This lesson helps the inmates perceive the notion that "we see what we want to see... and hear what we want to hear." It helps the inmate identify assumptions about himself and those around him. By listing information he has or lacks will make inmate-staff interaction more productive.

Modification: In the application phase of this lesson, the coach should suggest that maybe one bias the inmates have is"don't trust the staff," or "society has completely rejected them". He should ask for other such suggestions.

LESSON 9: Giving and Receiving Feedback.

Objective: To learn and practise the skill of giving and receiving feedback.

Rationale: Many times inmates are unable to handle feedback regarding their behavior resulting in needless conflict (blow-ups). Usually a "blow-up" results in an offence report. In the employment field "blow-ups" result in loss of employment. This lesson gives the

inmate practise in describing feelings begun in earlier lessons and he begins to give and receive feedback about specific behaviors displayed while describing feelings. The inmate will be able to identify problems in interpersonal relations and identify ways of solving them.

Modification: In the application phase of this lesson, if the inmates are reluctant to role play the situation described, they could role play situations nearer to home. For example, the inmates may want to role play a conflict between an inmate and the man in charge of laundry regarding damaged clothing, new clothing, or unpressed clothing. They may want to role play a situation of being caught by an officer in an out-of-bounds area, or maybe some conflict over canteen. Many such situations can be role played and continued as long as interest seems high.

LESSON 10: Depending on Others

Objective: To practise the skills of leading and following.

Rationale: Often inmates have difficulty accepting authority and become demanding. This lesson develops within the inmate their need for help, and the possibility that correctional staff can help. With the help of the group, inmates examine and describe their feelings in leader/follower relationships.

Modification: None required.

LESSON 11: Portraying Oneself

Objective: To specify assumptions about himself using the Why skill of questioning.

Rationale: Often inmates have a tendency to be critical of the correctional staff and society (assuming things) but forget to look at themselves. This lesson will help the inmate identify assumptions about his self-image which he has long held. The inmate will then identify assumptions he has held of others resulting in productive interpersonal relationships.

Modification: Some inmates, especially those that are married, may avoid portraying any aspect of their family life. In the Objective Enquiry phase, the coach says, "Jim, you're a father, yet, you have not drawn this. Why did you do this?" Or, the coach says, "Jim, I know you're married, yet, you made no reference to your family. Why did you do this?" The coach accepts any or no answer at this time. The first part of the application phase allows for further pursuing.

In the evaluation phase, the coach should lead the discussion into assumptions about staff and others. He should help the inmates identify such assumptions.

LESSON 12: Surveying Marketable Skills

Objective: To evaluate his potential for job or training placement by practising a survey skill.

Rationale: Inmates review their past experiences — job, related activities, skills used — to plan and take advantage of institutional or manpower setting for further training.

Modification: This lesson can be used two ways. If used with new arrivals to the institution emphasis should be placed on taking advantage of institutional facilities for training and preparation for return to society. If used as a pre-release lesson no modification is required.

LESSON 13: Defining the Problem

Objective: To identify a self-improvement goal and specify a plan for achieving the goal.

Rationale: The inmate defines his own problems and sets a self-improvement goal. The lesson helps him state a goal linking the course content, as he understands it. The coach need not require a precise statement of the goal at this time, because future lessons provide opportunity for the inmate to state his problems and goals exactly.

Modification: None required.

LESSON 14: Explaining Life Skills to Others

Objective: To give the inmates an opportunity to tell his fellow inmates, staff, and outside guests about the Life Skills and how he will use them.

Rationale: Inmates get very little opportunity to socialize with people from the outside and demonstrate their capabilities. This lesson provides this opportunity.

Modification: None required.

LESSON 15: Expressing Trust in the Group

Objective: To practise the skill of trusting people.

Rationale: Inmates learn some simple ways of expressing trust in others. They examine the entire question of inmate - staff relationships and other interpersonal relationships.

Modification: In the objective enquiry phase, the coach says, "Do we behave in a similar manner towards staff? Why or Why not? Do we fear staff? Do we fear other inmates?" These questions will give the inmates an opportunity to express any fears they have towards others outside the group.

LESSON 16: Describing Feelings II

Objective: To provide practise in describing feelings and helping others describe feelings.

Rationale: Often inmates allow feelings to build-up causing dissension. In this lesson inmates use vocabulary from previous lessons to describe feelings which in turn helps them control their feelings. The lesson will result in a more productive inmate - staff relationship.

Modification: The application phase could be changed to allow inmates to express feelings about staff and institutional living. They may wish to make recommendations for changes. The coach should inform the inmates that the recommendations for change may not become reality but at least they will have had the opportunity to express their feelings.

LESSON 17: Giving a Talk

Objective: To use feedback exchange and video-taped feedback to practise the skills of giving a talk.

Rationale: The inmate criticizes and receives criticism on his performance of the visible skills required in giving a talk. In the evaluation of the lesson, the coach brings the function of the learning group to the attention of the inmates; he presents his assessment of the extent to which they use the group in the improvement of their own behavior. In other words, he makes an assessment of the extent to which the group has developed as a learning group. The lesson helps the inmates gain self-confidence.

Modification: None required.

LESSON 18: Writing Tests

Objective: To plan realistic goal achievement and to make the inmate knowledgeable in proper ways of writing tests.

Rationale: Inmates write tests to evaluate their potential for training within or outside the institution. It will also help the correctional staff in counselling.

Modification: If the lesson is used early in an inmates sentence the emphasis should be on using the information for training within the institution. If used just prior to release the emphasis should be on using the information for future plans on the street.

LESSON 19: Producing Ideas About Leisure Time

Objective: To gather information about leisure time. To plan and implement a leisure activity. To practise the skill of project implementation.

Rationale: A contributing factor to crime and delinquency is the misuse of leisure time. For many inmates, this continues to exemplify itself in the institution resulting in disruption of institutional programs. This lesson provides the inmate with information so that he take advantage of his free time within the institution as well as look at activities one can get involved in upon release.

Modification: Inmates may not be interested in dealing with this lesson. The coach should make the lesson relevant to the inmate by asking the following or similar questions: "Were you employed prior to incarceration? What hobbies did you have? What did you do with all your leisure time?, or, What Are you doing with your leisure hours while you're here? Are you putting your leisure hours to good use?" etc.

The application phase calls for use of a cassette recorder. This may not be permitted, therefore it is suggested that the inmates take notes rather than record the conversation.

LESSON 20: Rating Behaviors in Groups

Objective: To practise the skill of modifying behavior. To use the skill of feedback exchange within the group. To contract with the group to modify behavior.

Rationale: Often inmates have behaviors which affect their relationship with staff and other inmates. Many have difficulties with their families and employers. This lesson provides an opportunity to identify these problems.

Modification: This lesson is a follow-up on the lesson Defining the Problem. The coach should insist on a firm commitment to change behavior and pursue the commitment throughout the remaining lessons of the course.

LESSON 21: Debating the Topic: To Work or Not to Work

Objective: To identify assumptions the inmate has about himself and work.

Rationale: Often upon release, inmates do not attempt to find employment, ending-up financially embarrassed. This in turn may lead back to crime. This lesson provides the inmate with an opportunity to identify his assumptions related to work.

Modification: In the objective enquiry phase, the coach should suggest topics pertaining to inmate labour within the institution. For example, resolved that: Increased inmate production requires monetary incentive, or resolved that: Increased inmate production is a worthy goal.

LESSON 22: Identifying Strengths of the Family

Objective: To use fact finding skills and planning skills to build a strong family life.

Rationale: In this lesson the inmate explores the meaning of "family" and identifies behaviors which make family life strong. He is helped to question and discover aspects of his family life he may have taken for granted and to identify positive behaviors which can be a base for further growth and development on his return. This lesson provides the inmate with an opportunity to express guilt feelings towards his family and anxieties regarding their well-being.

Modification: In the evocation phase, inmates may make some common (among inmates) statements. The coach should be prepared to pursue, separately, each or any of the following through to the application phase of the lesson.

1. "Gee, when I got picked-up I really hurt my wife (children, parents, brothers, sister, friends)."
2. "I hear my wife is living with someone else." The coach says, "How do you know? Were you able to check-out the information? Have her letters indicated anything to substantiate the rumor?"
3. "I don't have any family strengths." The coach says, "What worries you about your family? What are your feelings towards your wife (children, parents, brothers, sisters)?"

The coach checks with other members of the group about their feelings to provide supportive remarks for the inmate(s) who have expressed their feelings regarding their families. He leads the discussion into the application phase by saying, "Let us use the brainstorming technique to solve the problem 'In what way might I build on my family strengths'?" Some inmates may suggest; write a nice letter, send audio-tape, discuss feelings at the next visit, invite wife (etc.) to visit, send hobby product home, etc.

Some inmates may feel they have some or many family strengths. In order to deal with them, the coach says, "What have we learned about family strengths?" This will lead the inmates back into the evocation phase of the lesson and the coach continues from there.

LESSON 23: Learning Helpful Behaviors in Groups

Objective: To receive confrontive feedback on his effectiveness in modifying his behavior. To develop a plan and contract to practise effective interpersonal skills; initiating, integrating, goal setting, clarifying, compromising, getting consensus, evaluating.

Rationale: Often inmates do not use helpful behaviors because they do not know them; they lack information and the skills. In this lesson, the inmates see a demonstration of helpful behaviors. The inmates follow the observation of the demonstration with study, discussion, practise and application.

Modification: The Coach should develop situation cards that portray institutional living and use intermittently with those already in the lesson and multi-media kit. For example, in the objective enquiry phase the following situations can be used: A friend has been frisked by the Machine Shop Instructor and was found to be packing contraband. The shop instructor has informed your friend that an offence report will be submitted to the Assistant Deputy Warden/custody. Your friend expects to be called-up to Warden's Court in a day or two. He does not want to lose his job nor does he want to be segregated. What advice could you have for your friend?

Or, "You have received a letter from your friend. He tells you, in the letter, that he applied for a job at ABC Company and was informed by the personnel manager that the company policy is not to hire ex-cons. He says he told the man that he has a lot of experience and good references but the company still refused to hire him. What advice would you give him?"

Other situation cards can be developed around; planning a disturbance at lock-up, packing glue for hobby or sniffing, wife filing for divorce, distressing letters (serious sickness in the family, deaths, etc.), request for permission denials, parole denial, other inmates distrubing your work or studies, newcomer to the institution, etc.

LESSON 24: Exploring Expectations of Employers

Objective: To identify behaviors important to employers. To practise these skills in a learning group.

Rationale: The inmate transfers the skills practised in training to real life. Exploring Expectations of Employers provides a transfer setting: it modifies the accustomed learning setting by the presence of guests and then required practise outside the learning setting or institution.

Modification: This lesson can be used to explore expectations of staff or parole officers. In the stimulus phase, to initate discussion, the coach says, "What are the____ attitude towards inmate behavior? What expectations do they have? What are their attitudes towards inmate labour?"

LESSON 25: Trying a Creative Exercise

Objective: To formulate ideas, carry out a plan, and create something new to validate the skill of forcing relationship.

Rationale: This lesson provides the inmates with an opportunity to fantasize as part of problem solving.

Modification: None required.

LESSON 26: Fighting Fairly

Objective: To practise the skill of verbal fighting.

Rationale: Often inmates react to a situation by physical assault to resolve a conflict. This lesson requires that the inmates recognize their feelings, and deal with them rather than suppress them; when they have done that, they are able to identify their assumptions; identify and deal with their feelings, and then deal with what remains.

Modification: In the stimulus phase, change the $10.00 in the script to tobacco, and ".....having a big time" to do not participate in many of the institutional activities.

At the end of the evocation phase and after discussing the role-play, the coach tells the inmates that the role-play situation was an example of quarreling with equals. He asks for two other volunteers to role-play a situation which could be considered quarreling with unequals — namely a quarrel between an inmate and one of the staff.

The coach follows the same rules providing the following situation:

First volunteer: You are employed in the carpenter shop. The shop instructor comes up to your bench and asks you to build a particular cupboard. You have built many such cupboards before so you don't find the request surprising; however, you're angry that he continuously asks you to do the cupboard-building while other guys sit around doing nothing. Besides, you're sick and tired of building cupboards and you would like to build something different. You don't know how to handle the problem; in any case, you don't want to do the job.

Second volunteer: You are a shop instructor in the carpenter shop. A minute ago, the Supervisor of Industries has given you a rush order for a cupboard to be built. The Supervisor informs you that it's for a local church and they require it immediately, if not sooner. You have an inmate in the shop who does excellent cupboard building and he's a good worker. You know he'll get the job done on time. You leave your office and hand the order to the inmate at his work-bench. The coach follows the same video-taping procedure as in the previous role-play situation. He asks basically the same questions including "What were your feelings about being pressured into doing the job? What were your feelings about other inmates in the shop watching your quarrel? Did either of you feel you wanted to win the fight? What were your feelings about fighting with a shop instructor?"
In the evaluation phase, the coach encourages the inmates to use the skills outside the group and report back on the outcome. The coach should use the report as a stimulus for further practise in fighting fairly.

LESSON 27: Solving Problems with a System

Objective: To explore job preferences. To express interests and gather information.

Rationale: While circumstances may force many inmates to take any job that comes along, the inmate with a strong job preference can pursue his interest if he learns to make his own opportunities. This lesson allows the inmate to dream about his work future, to

LESSON 26: Fighting Fairly

Objective: To practise the skill of verbal fighting.

Rationale: Often inmates react to a situation by physical assault to resolve a conflict. This lesson requires that the inmates recognize their feelings, and deal with them rather than suppress them; when they have done that, they are able to identify their assumptions; identify and deal with their feelings, and then deal with what remains.

Modification: In the stimulus phase, change the $10.00 in the script to tobacco, and ".....having a big time" to do not participate in many of the institutional activities.

At the end of the evocation phase and after discussing the role-play, the coach tells the inmates that the role-play situation was an example of quarreling with equals. He asks for two other volunteers to role-play a situation which could be considered quarreling with unequals — namely a quarrel between an inmate and one of the staff.

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First volunteer: You are employed in the carpenter shop. The shop instructor comes up to your bench and asks you to build a particular cupboard. You have built many such cupboards before so you don't find the request surprising; however, you're angry that he continuously asks you to do the cupboard-building while other guys sit around doing nothing. Besides, you're sick and tired of building cupboards and you would like to build something different. You don't know how to handle the problem; in any case, you don't want to do the job.

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Rationale: While circumstances may force many inmates to take any job that comes along, the inmate with a strong job preference can pursue his interest if he learns to make his own opportunities. This lesson allows the inmate to dream about his work future, to

express interests, to set a goal, to gather information related to his goal, and it provides him with feedback on which to judge the merits of his plan.

Modification: If this lesson is used early in an inmates sentence, the evaluation phase should be expanded. The coach says, "What plans have you made to take advantage of what the institution has to offer? Have you started pursuing your goal?" The coach encourages the inmates to start working towards their goal while incarcerated. (They may have to continue pursuing their goal on the street.)

LESSON 29: Setting Goals

Objective: To set specific personal goals, and develop a plan to achieve his goal.

Rationale: Many inmates never plan realistic goals prior to release. This lesson serves as another major turning point in the course and serves as a systematic appraisal of what the inmate wants from the course and his life.

Modification: None required.

LESSON 30: Demonstrating Life Skills

Objective: To plan a Life Skills demonstration. To practise the problem solving skills of problem description, problem definition, criteria setting, and task sequencing.

Rationale: In this lesson, the coach increases the inmates' application of the skills introduced earlier. It gives the inmates an opportunity to demonstrate their abilities to others as well as an opportunity to socialize.

Modification: None required.

LESSON 31: Getting Out of a Money Trap

Objective: To develop and implement a plan of action for solving money problems.

Rationale: Many times inmates don't know whom they can go to for help and revert to crime to solve their financial problems. In this lesson the inmate volunteers a money problem. The group help him describe the situation, examine the assumptions and define the problem. They offer tentative solutions and use advice and help from others.

Modification: During the evocation phase, the inmates may say they don't have money problems. The coach says, "Do any of you borrow tobacco (bales of weed) or other products from your friends? That's like borrowing money from the finance company. I'll bet the interest rates are higher! What about your canteen? Can you make your money stretch?"

Alternate suggestions (If the coach doesn't get a "here and now" problem); 1. Make reference to wives' money problems. Some inmates may be aware of these. 2. Make reference to past money problems. These may have been one of the causes of his incarceration.

The application phase will have to change accordingly. In number one, the inmate develops a plan, wife implements, and inmate reports back to the group. In number two, the inmate develops a plan on How I Could Have Solved My Problem and reports to the group using them for feedback exchange.

LESSON 32: Looking One's Best

Objective: To identify ways of improving appearance and select one method of implementation.

Rationale: Often inmates are self-conscious about to the clothing they receive on release. Often they feel they must spend hundreds of dollars purchasing clothing. This lesson provides the inmate with an opportunity to identify alternative solutions to the problem.

Modification: This lesson should be used to deal with two problems; one, in the evocation phase, dealing with the inmate(s) whose appearance could be improved eventhough they're wearing ordinary prison garb and two, in the objective enquiry phase, spending too much money on clothing immediately upon release and not having enough left to cover lodgings and food.

LESSON 33: Planning and Preparing Low Cost Nutritious Meals

Objective: To analyze food buying habits and practise the skills of identifying assumptions, deferring judgement, planning, criteria setting and project implementation.

Rationale: In most cases, inmates leave the institution with very little money. Many have poor buying habits or a "don't care" attitude; they need information and encouragement to try new ways of buying food. They may feel that women should do the food buying. This lesson gives the inmates an opportunity to discover ways of getting - by on small sums of money.

Modification: The coach may be able to arrange for inmates to remain out of their cells during the noon hour. He deviates slightly in the stimulus phase by having the inmates prepare a food list a day prior to the lesson and purchases the products himself.

The coach should arrange to have a food price list available for the inmates' use.

In the application phase, the coach should make arrangements for another noon hour luncheon so that the inmates can practise the new skills. It may be possible for two inmates (under escort) to purchase the food for the meal.

LESSON 34: Handling Drinking Problems

Objective: To practise alternative solutions to problem situations relating to the abuse of alcohol.

Rationale: Many inmates have committed crimes while under the influence of alcohol. Others committed crimes to support their alcohol problem. This lesson requires the inmate to use "risky" behavior and apply problem solving skills to situations arising out of the abuse of alcohol.

Modification: There are four possible applications of this lesson.

1. If used early in the inmates sentence, the application is for the inmate to join the institutional AA program.
2. If used as a pre-release lesson and the inmate belongs to the institutional AA program, the application is for the inmate to recruit one or more members or, the inmate takes a more active part by running for office or, the inmate makes contacts with members of the community AA program.
3. If used as a pre-release lesson and the inmate does not belong to the institutional AA program, the application is for the inmate to join the institutional AA program or, makes contacts with members of the community AA program.

4. If the institution does not have an AA program, the application would be for the group to start one.

LESSON 35: Planning for Ones Survivors

Objective: To prepare a will using the help of a resource person and the problem-solving skills of asking the question "In what ways might...?", the 5WH question system, and the why question.

Rationale: As inmates practise problem solving skills on this relatively small though serious life problem, they gain new knowledge on a subject with a high "affective" or "feeling" component. They display "risky" behavior by sharing information and feelings on a very personal problem, and by using a community resource to carry out levels of each of the three dimensions of the Life Skills process/content model. This lesson is of extreme importance for married inmates and their children. For other inmates, the lesson provides valuable information on the importance of a will.

Modification: None required.

LESSON 36: Managing Money

Objective: To use problem solving skills of brainstorming, applying criteria, force field analysis, predicting consequences, and comparison of results with predictions to implement a plan to practise effective money management skills.

Rationale: This lesson emphasizes behavior change rather than written budget plans; inmates analyse their spending behaviors, and practise ways of controlling spending. Inmates may resist sharing details of their spending practises; the coach therefore, models "risky"

behavior by exposing his own spending habits, and practising new behaviors related to reaching a goal.

Because of the different amounts of money inmates have to spend on canteen, etc., or the different amounts of money coming into the inmates' home may distract from the central issue of spending habits, the group could use percentages in all discussions; the coach and inmates use the actual figures in calculations for personal use.

Since inmates do not have to plan for food, clothing, and lodgings, the lesson should be applied to their canteen spending, money acquired through hobby sales, trust fund money, anticipated money problems upon release, or identifying wife's money problems.

Modification: In the evocation phase, discussion of goals and values should center around saving canteen money, or other monies for release. The coach says,"What financial goals can you set for yourself with your release money? I can think of things like finding a cheap room, light-house keeping, or just staying out of debt."

Married inmates may wish to discuss wives' money problems.

In the application phase, the inmates should plan a budget involving their spending behaviors with monies available to them during their incarceration. They should also plan a budget for spending upon release. For inmates who may wish to assist their wives, arrangements should be made for the inmate to discuss the problems with their wives on one of her visits, or through letters.

LESSON 37: Handling Sex Problems

Objective: To discuss and practise effective behaviors in handling sex problems.

Rationale: This lesson should not be used until the inmates show trust in the group; they may demonstrate trust by keeping discussions acceptable to all members of the group, and by showing concerns that others feel safe in the discussion.

In this lesson, inmates study behavior related to sex. The coach discourages discussion of personal problems in the group, because of the difficulty of handling deep-seated and long-standing problems in the group and because of the possibility of misuse of information. However, the lesson opens the subject so that inmates can consult written materials and get advice from people who can help.

This lesson is extremely important due to the sexual frustrations experienced by both inmates and ex-inmates.

Modification: In the evocation phase, the coach should initiate discussion involving problems experienced or anticipated upon release. He encourages discussion around the various ways of introducing oneself to a girl. During this phase, someone may wish to discuss the sexual frustration experienced by inmates and ways of coping with the problem. It is highly advisable that discussion be discouraged and a resource person such as a psychologist or psychiatrist be brought in to handle the situation.

In the application, it may be difficult to role play situations without members of the opposite sex. Therefore, the lesson can end in a discussion.

LESSON 38: Interacting with Police

Objective: The inmate completes a pre and post questionnaire, role plays situations and carries out an activity to practise interpersonal skills.

Rationale: When ex-inmates meet police in the line of duty, their spontaneous reactions sometimes cause them needless trouble. In this lesson, the inmates study their reactions to situations related to the police. They practise new behaviors, thus applying the problem solving principle of exploring alternative solutions.

Modification: This lesson can be used to practise skills involving "Interaction with Staff," or "Interaction with Parole Officers." The coach suggests the two alternatives in the stimulus phase of the lesson. It may not be possible to arrange for on-the-street interviews, therefore, the coach should arrange for several resource personnel to come into the institution. In the evaluation phase, the coach initiates discussion on the pre and post results of the questionnaire. The audio-script, "What next," used in the objective enquiry phase can be modified to situations involving interacting with staff by changing the scene to a card game or some other recreational activity, or situations involving interacting with parole officers by changing the characters to parolees and dealing with how the incident may affect their parole.

LESSON 39: Setting Goals for Guiding Children's Behavior.

Objective: The inmate collects facts about his behavior towards children by receiving feedback, and developing a statement of Rights of Children...to practise the skill of goal setting.

Rationale: In this lesson, the inmate examines his responsibilities to his children, and identifies assumptions about how he interacts with them in carrying out these responsibilities. This lesson is extremely effective in bringing out the inmates' lack of responsibility to both wife and children.

Modification: This lesson can be split to deal separately with lack of responsibility to his wife and lack of responsibility to his children. In the evocation phase, the coach should initiate discussion for the unmarried inmates to deal with the topic of how the inmates' parents reared them and what was right and wrong with it.

LESSON 40: Evaluating Membership on a Team

Objective: The inmate uses a videotape record of a group planning session to evaluate his problem solving skills.

Rationale: Group problem solving requires teamwork. Teamwork involves co-ordination of individual role behavior toward accomplishment of a clearly defined goal. In this lesson, inmates evaluate their contribution as member of a team. They review group problem solving processes, identify and evaluate group problem solving roles in a "test" situation, and evaluate their skill in defining the problem.

Modification: None required.

LESSON 41: Handling Drug Problems

Objective: To practise specific behaviors relating to drugs. To plan an activity as follow-up on the skills of handling drug abuse problems.

Rationale: Some inmates have been convicted for trafficking drugs. Others have used drugs or have come in contact with drug users. This lesson provides information and practise in the skills of handling problems associated with drug abuse. It provides the inmates with information about drugs, drug abuse, and methods of assisting the drug user.

Modification: If the institution happens to have a number of drug users, the application of this lesson could be an organizing of a drug addicts group similar to the "Seven Step" program developed by Bill Sands. The group could be called "Add-Can"—Addicts Canada.

LESSON 42: Telling Children About Sex

Objective: The inmate uses the situation of telling children about sex, the problem solving skills of brainstroming and asking the question, "In what ways might...?" to role play problem situations.

Rationale: In this lesson, inmates practise answering children's questions about sex. They examine wrong ideas adults give children and use reference materials to find other answers. The practise of open answers to questions about sex gives inmates the confidence to help children speak their worries as they arise. This lesson reinforces the lesson on "Handling Sex Problems" by giving the inmates added information and further confidence in dealing with sex.

Modification: None required.

LESSON 43: Availing Oneself of Legal Services

Objective: To apply problem solving and human relations skills to making effective use of available legal services.

Rationale: Some inmates and ex-inmates do not know of the legal help available, including legal aid. Without legal counsel, they plead guilty, assuming that since the policeman charged them they are guilty, and on occasion, they receive greater sentences than they would have, had they had proper advice. (This is especially true of the native sector of our society.)
This lesson provides practical application of some of the sub-processes in problem solving, and some of the interpersonal skills which the inmate practised in the group. During the lesson, the coach promotes such behaviors, and records his observations for feedback during the evaluation at the end of the lesson.

Modification: Modify according to the legal aid services available in the various provinces.

LESSON 44: Dealing with the Landlord

Objective: To develop a negotiation procedure, using the effective interpersonal skills learned earlier to solve problem in dealing with a landlord.

Rationale: Often inmates do not have pre-arranged lodgings upon release, and others in the past have experienced difficulties with landlords. This lesson provides the inmates with an opportunity to identify his assumptions and the expectations of a landlord. This lesson uses a resource personnel.

Modification: In the objective enquiry, the coach should arrange for resource personnel to come into the institution for interviews. If inmates will be allowed to conduct the interviews in the community, so much the better, and no modification of the objective enquiry will be required.

In the Application phase, the coach should ask the inmates to relate past experiences following the instructions as outlined.

LESSON 45: Communicating with Children

Objective: To name skills used in communicating with children and teenagers, practises the skills in role-play situations, and teaches the skills to family members.

Rationale: This lesson emphasizes transfer of communication skills from the group to the family situation. The coach tells the inmates that the life skills they practise is just that: the skill of taking skills learned in a situation and using them in another.

Modification: This lesson is acceptable as written for inmates who have children. The lesson might be completely revised using the same format but instead have it deal with "Communicating with wife, parents, guardians, friends, or staff." This can be done by role playing a situation, other than the one in the lesson, dealing with communications between wife and husband, etc. It would then reinforce the lessons "Fighting Fairly, Interacting with Staff", and other lessons requiring skill practise outside the group.

LESSON 46: Raising a Family Alone

Objective: To examine the problems of single parent families using the "In what ways might I..." question, the skill of criteria application, fact finding skills, deferral of judgment, assumption finding, forcing relationships, and plan implementation.

Rationale: "Even though it provides a difficult, sometimes heartbreaking situation, we believe that the tragedy of the single parent— and of the child of the single parent— has been exaggerated. We hold that it is quite possible for a single parent to go it alone, if she (and it's most often a she) remains in reasonably good mental health and doesn't feel too sorry for herself and her child."[1] This lesson deals with problems encountered by single parents. It gives all the inmates practise in interpersonal problem solving skills and using community resources. Because of the lessons' emphasis it will have a profound impact on the inmate.

Modification: Acceptable as written if used with married inmates. But for single inmates, the coach should ask the group if any were raised by one parent and initiate discussion around this topic. For the panel, the coach should make every effort in having an ex-inmate's wife attend to relate first-hand experience.

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[1] Ilg, Frances, L. and Louise Bates Ames, the Gesell Institutes Parents Ask, New York: Dell Publishing Co., Inc., c.1965

LESSON 47: Using Community Agencies Effectively

Objective: To conduct a community activity with other members of the group using a simulation game to practise the skills of planning, presenting and evaluating a formal request to a community agencies for needed assistance.

Rationale: This lesson permits the inmates to study community agencies and organizations responsible for providing services to the public.

Many inmates do not use community agencies effectively in aiding them to solve personal problems. Often, they do not know the organizations in the community, nor do they know what services these organizations provide. Many inmates do not know how community organizations function in providing services to the public. Too often, inmates do not have the confidence necessary to make effective requests to an agency for its services, and they feel frustrated in dealing with community agencies because fo what they consider impersonal agency personnel, inadequate services, postponement of services, lack of rapid decision-making, passing of responsibility within the agency or to other agencies. The lesson provides the inmates with experiences dealing with these matters, allowing them to increase their knowledge of community agencies and their services as well as improving their skills in getting help from community organizations. This lesson may require several sessions for inmates to organize, research, compile and discuss the information required.

Modification: None required.

LESSON 48: Dealing with Discrimination

Objective: To plan ways of dealing with acts of discrimination against him using the "In what ways might..." question to define the problem.

Rationale: Often inmates and ex-inmates encounter discrimination resulting from prejudiced opinions and attitudes based upon incomplete or incorrect information, isolated examples, unpleasant experiences and "what everybody knows" about "cons and ex-cons". The analysis of the opinions and attitudes and of the acts themselves can lead to an understanding of how they occur. The application of problem solving skills can lead to ways of overcoming them. This lesson is especially important for inmates who are of racial origins other than white, and for inmates who practise discrimination towards other inmates.

Modification: Add to the form "Social Views": (1) There are just two kinds of people in the world, those in the know and the suckers or squares. Those who are in the know skim it off the top; suckers work. (2) Sex offenders are scum. In the evocation phase, the coach should use the two suggested additions to the form "Social Views" as examples of discrimination. The coach may see the need of carrying the examples through the objective enquiry phase dispensing with the film on racial discrimination and dealing with it as a separate topic or lesson.

LESSON 49: Giving Help with an Individual Problem

Objective: To generate alternative solutions to a problem using the skills of deferring judgment and forcing relationships.

Rationale: The inmates have problems of differing complexity, intensity, and nature. This lesson provides the group with a way of giving help with a problem. The process does not guarantee a solution, but it helps the inmate with the problem by providing him with different points of view. The inmates have no right to expect the inmate with the problem to accept an idea proposed by them; however, the inmate with the problem should reward their effort by telling them if he finds some of their suggestions useful, and if he finds he can use an idea immediately, he should tell them so. For his part, the inmate who proposes the problem has no obligation to accept any solution proposed by the group and the coach makes that clear to him.

Use of the lesson depends upon the appearance of a problem in the group, its identification by an inmate or indeed by the coach and should be recycled throughout the latter part of the course. The coach should not try to use the technique suggested in this lesson until the inmates demonstrate competence at the skills of deferring judgment, forcing relationships, and showing trust. This does not limit the coach from using the technique in private counselling sessions until such time as the group can help.

Modification: None required.

LESSON 50: Handling Changes in My Behavior

Objective: To adopt a new skill using the practise, Use, Teach (PUT) method.

Rationale: An inmate has not learned a skill unless he uses it when the opportunity presents itself; he may practise it under the encouragement of the coach and with the support of the group and yet fail to use it in his everyday life. He needs to develop what some call the confidence to use the skill, what some call the understanding that he can use the skill, and what others call the will to use it. In this lesson, the inmate practises a skill which helps him pass new skills on to other people at the same time as it helps him develop the confidence and will to adopt the behavior as his own. This lesson should be used mid-course and recycled throughout as the need arises.

Modification: None required.

LESSON 51: Using Parliamentary Procedures

Objective: The inmate uses videotape feedback to practise the skills of parliamentary procedure: chairing meetings, making motions, amendments, debating skills, voting and adjournment.

Rationale: Within the institution, inmates elect an inmate committee to discuss and resolve problems; they elect various other committees to organize recreational, educational, and social activities. The inmates need the skills in the use of parliamentary procedures to participate effectively in the community organizations as well as institutional activities.

This lesson uses a practise meeting to familiarize the inmates

with the parliamentary procedures used in formal meetings.

Modification: None required.

LESSON 52: Taking Responsibility in the Community

Objective: To identify his responsibility to the community, and to conduct and participate in a community activity.

Rationale: Often ex-inmates do not take an active part in the community nor do they recognize their responsibility to the community. In this lesson, the inmates plan a project, and participate in a community activity.

This lesson should be used as part of a pre-release program, and earlier in the course so as to allow sufficient time to carry-out the community activity.

Modification: None required. For inmates who are not on a pre-release program, the lesson and the application phase should stress the prison community.

LESSON 53: Helping a Child with a School Problem

Objective: To devise and carry out a plan to help his child with a school problem using a problem solving system and the skills of giving and receiving feedback and forming a contract.

Rationale: Many inmates want their children to do well in school and not follow the same path as they did; however, many lack the skills, and are in no position to help their children with a school problem. In this lesson, the inmates discuss some of the problems their children experience at school and develop plans to deal with them.

Modification: For the stimulus phase, alternative suggestions:

(1) Ask someone in the group to present a situation;

(2) Find out through the classification officer or psychologist of an inmate experiencing problems with his children and have him present the situation;

(3) Ask the psychologist or classification officer to present a situation;

(4) The coach may know of a situation and present it;

(5) or, use the following:

Inmate_____recently received a letter from his wife. The wife is experiencing difficulties with their 14 year old son, Jimmy. It seems that Jimmy has been refusing to attend school, plays hookey, and when he does attend school, is very disruptive in class and fights with other children during recess. He's always late after school, barely arriving on time for supper. Contrary to his mother's wishes, he takes off up-town and hangs around the pool halls. He seems to have established a circle of friends who have been known to get into trouble with the local police force. Jimmy's mother doesn't know what to do.

The application of this lesson might be for a temporary leave of absence for the inmate to visit his family and discuss the problem with Jimmy. It may be a letter to the wife suggesting solutions, or if the situation is in the local town, the psychologist, or classification officer could visit the home and report back to the inmate and the group.

LESSON 54: Building Strengths of the Individual

Objective: To identify the strengths possessed by members of the group and prove them by referring to behaviors.

Rationale: In this lesson the inmate identifies and questions his individual strengths. The inmate uses this assessment of his strengths to devise and carry out plans for further growth and development.

Modification: This lesson should be used mid-course and recycled as deemed necessary.

LESSON 55: Quitting the Job

Objective: To predict the outcome of certain behaviors using the skill of role play as a problem solving process.

Rationale: Success on the job requires skills in two broad classes: job skills and life skills. An employer buys effective job skills in his employees, but often finds them handicapped by a lack of life skills. Employers say of such an employee, "Well, he does his job well enough, but he quarrels all the time and just can't seem to get along; I have to let him go." Many inmates fall into this category.

This lesson provides stimulation to draw in their own experience for reference; it confronts them with the need to predict, and test their predictions against outcomes, accounting for any differences; it provides group action, giving the inmates opportunity to move into risky behavior.

Modification: None required.

LESSON 56: Applying for a Job

Objective: To complete an application form, writes a letter of application, writes a resume of education and job experience, practises interviewing an employer, interviews an employer, to practise skills of organizing and presenting data.

Rationale: Too often inmates leave institutions with no specific, well made plans regarding employment.

In this lesson, inmates practise skills used in applying for a job: using "Help Wanted" ads, completing application forms. writing letters of application, writing resumes, and interviewing imployers. They use their skills to apply for a job or for further training placement.

Modification: None required. If used as part of a pre-release program, the lesson should be applied mid-course so as to allow the inmate enough time to do what is required in the lesson and leave the institution with specific plans.

LESSON 57: Evaluating Problem Solving Skills

Objective: To use self-evaluation and feedback exchange identifying skills the inmate performs well and skills he performs poorly; he practises those he uses poorly and teaches those he uses well.

Rationale: The lessons of the Life Skills for Corrections have provided practise for the inmates in the use of problem solving skills. Often, the inmates used the skills before, but often too, without realizing it; so for some inmates, the course provided an awareness of skills already owned by them; for others, the course provided practise in entirely new behaviors.

If the inmates develop an awareness of an ability they already possess, this helps them to improve the skill; if on-the-other-hand, they develop new skills, they learn directly from experiences in the course. In this lesson, the inmates evaluate their skill learning, and practise ones they want to learn.

Modification: None required.

LESSON 58: Evaluating Employability

Objective: To use a rating chart to give and receive feedback on skill development and specifies a plan to maintain and improve his life and job skills.

Rationale: In this lesson, the inmates help each other evaluate the effects the course had had on them: they assess their present level of life skills development in relation to the skills needed in the world of work; they predict difficulties they may encounter after they leave the group and the institution; they plan ways to maintain and improve both their life and job skills.

Modification: None required.

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